

IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE THROUGH THE USE OF TPS TECHNIQUE

An Article

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NARRATIVE TEXT THROUGH THE USE OF THINK PAIR
SHARE (TPS) TECHNIQUE**

A Journal

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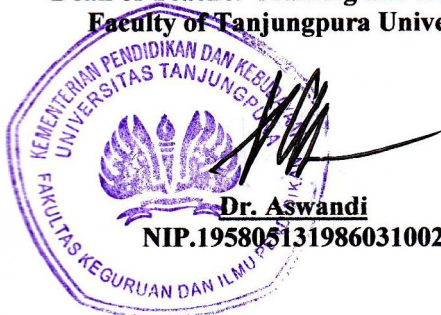
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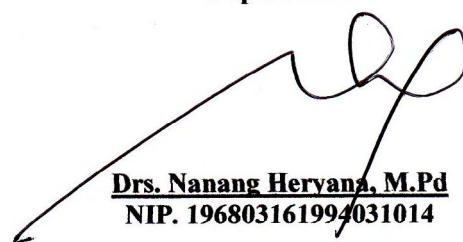
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IMPROVING STUDENTS' READING COMPREHENSION IN NARRATIVE THROUGH THE USE OF TPS TECHNIQUE

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Abstrak: Penelitian ini bertujuan untuk membantu siswa mengatasi masalah mereka di dalam pemahaman membaca melalui teknik membaca TPS. Penelitian ini merupakan penelitian tindakan kelas di mana diselenggarakan dengan tujuan untuk mengatasi masalah yang terjadi di kelas dan meningkatkan proses pengajaran-pembelajaran. Data dari penelitian tindakan kelas di kumpulkan dengan teknik observasi langsung di dalam kelas melalui tes prestasi, dan catatan lapangan. Kegunaan dari teknik membaca TPS di dalam meningkatkan pemahaman membaca siswa dapat dilihat di tiap pertemuan yang telah di observasi. Berdasarkan temuan penelitian, teknik membaca TPS di mana telah dipergunakan pada subjek penelitian menunjukkan peningkatan pemahaman membaca narrative teks. Data skor rata-rata menunjukkan pada tes pertama siswa yaitu 63.75 dan mendapat peningkatan pada tes putaran kedua yaitu 77.81. Sementara itu, standar skor yang diberikan adalah 75. Ini berarti dengan menggunakan strategi membaca TPS dalam mengajar pemahaman membaca siswa di dalam teks narrative dapat meningkat dari waktu ke waktu.

Kata kunci: Teks narrative, TPS.

Abstract: The purpose of this research is to help students to cope with their problem in reading comprehension through TPS reading technique. This research was a classroom action research which was conducted on the purpose to solve the problems that happened in the classroom and to improve the teaching-learning process. The data were collected through achievement test, and field notes. The use of TPS reading technique in improving students' reading comprehension can be seen in every meeting that was observed. Based on the research findings, the TPS reading technique which was applied to the subject of research showed the improvement the students' reading comprehension of narrative text. The data mean score showed at the students' test of first cycle was 63.75 and get improved at second cycle test that was 77.81. Meanwhile, the standard score given was 75. It means that by using TPS reading technique in teaching reading comprehension in narrative text the students get improved from time to time.

Key words: Report text, TPS.

Teaching reading technique plays an important role for both the teachers and the learners to gain an intended achievement in teaching and learning process. The use of appropriate teaching techniques is not only helping the teacher in delivering the subject matter, but also helping the learners in comprehending the subject matter given to them. Westwood (2001:198) defined that the success or failure of the process of teaching and learning is depending on how appropriate a technique being selected by the teacher.

Applying an appropriate technique in teaching reading is important in order to flow an interesting and interactive teaching and learning process. It is also empowering the learners to acquire the knowledge being transferred maximally. The researcher considers that there is a need to find a technique that is appropriate for students' problem regarding reading comprehension.

Some previous studies Westwood (2001) found that teaching technique being selected by the teachers in teaching reading has significant contributions towards learners' achievement. This finding revealed that there is a strong relation between the appropriateness of teaching technique and the result of students' achievement. The more appropriate a technique, the better achievement gained by the learners.

Reading narrative text is different from reading other kinds of texts. Narrative text is a collection of written words that seeks to entertain, display knowledge or skill, teach, organize, and plan behavior, most frequently involving imaginative stories with a setting, character, and plot (Beach, 2003). Teaching a narrative effectively requires thorough instruction as well as reading comprehension strategies that allow students to fully engage with the narrative text. Students must be encouraged to dynamically work with the text to develop proficient and creative interpretation strategies. Furthermore, such techniques allow students to understand and appreciate the assigned narrative on a personal level, making reading a more rewarding and enjoyable experience.

Think Pair Share is a technique to increase students reading comprehension progress especially in narrative text. The discussion provides the students chance to share their ideas and opinions regarding specific character and event. In teaching narrative text the teacher must lead the students to engage with think, pair, share by giving students prompts that help them explore the most crucial aspects of the narrative text. Beyond that, the teacher should allow students to engage with the process of discussion so that they can explore their own ideas and opinions. A good time for classroom discussion is at the beginning of each class. This gives students the chance to share their own opinions about the reading.

In order to provide the need towards the appropriate technique in teaching reading narrative text, and to increase students' learning achievement especially reading comprehension on narrative text, the researcher applied Think Pair Share in teaching reading at SMP Bina Utama Pontianak. This technique helps the students to be able to acquire reading comprehension through such an interactive way, because the student is required to study and master reading as one component of the language skills.

Based on the researcher's experience when conducted teaching practices and held discussions with the teacher that the existing problems specifically to find main idea and get information from the text especially specific character and events in the classroom on SMP Bina Utama always repeated from year to year (2010-2012). Most of students face difficulties to find main idea and get information from the text especially specific character and events. To solve the problems, the writer chooses Think Pair Share technique since the students can share their ideas through discussion with other so that it will be easier to find and to know the main idea and information from the text especially specific character and events. It can also give students learn that two heads are better than one head. Pimm (1987) said the Think Pair Share strategy increases the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas. In addition, Simon (2011) said that Think Pair Share can be used for daily classroom activities, for example partner reading and discussion question.

Think Pair Share technique is one of the activities using cooperative learning in the teaching and learning process. Pearson (2011) suggested that Think Pair Share is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class size. Cooperative learning allows the students to make groups so that students work together to accomplish a well defining and shared the goals.

Think Pair Share technique includes three steps, namely, thinking, pairing, and sharing. In the thinking step the teacher poses the questions to the students about the specific character and events regarding the main character in the narrative text that related on the lesson, students were instructed that they were be thinking and seeking alone the answers to these questions that are posed. In the pairing step the teacher divide students to pair and discus of the specific character and event related to narrative text and they should explore more about what they have been thinking about. Interaction during this period could be sharing the specific character and events that they found in the narrative text or answers with their couple. In the sharing step the teacher asks the pairs to share with the whole class what they have been talking about.

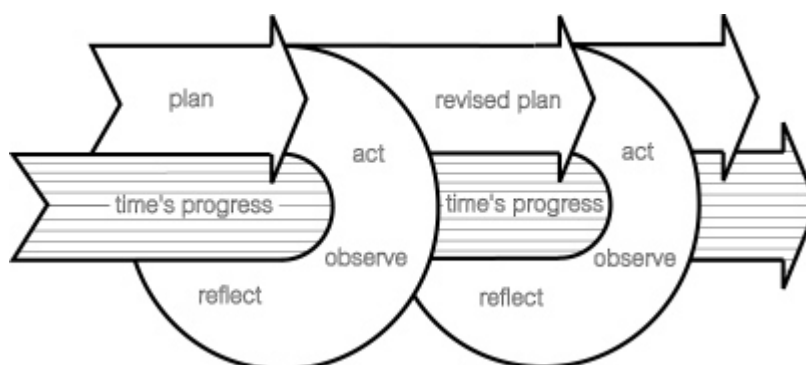
Mostly the story in narrative texts can be seen by the students through cartoon films, so that is why the researcher considered that the students already familiar with the stories. For instance, snow white story is well known by almost of the students because this cartoon film can be seen in the television program. Since they already knew the story in the cartoon film, so that the students become more interesting with narrative text story that they read because they have already can figure out the flow of the story.

Think Pair Share technique is considered as an appropriate teaching technique especially in teaching narrative text, so that the researcher interested in applying this technique to improve the students' reading comprehension at eight grade students of SMP Bina Utama, Pontianak in academic year 2012 – 2013.

METHOD

Classroom action research is a research form which is used in this research to know the improvement of the students' ability in reading narrative texts when Think Pair Share technique is applied in the class. By doing this research, the researcher hopes he gathers information about students' conditions in learning narrative texts by means of Think Pair Share technique, so that the researcher who acts as a teacher can try to use the alternative way to minimize students' problems and to improve their narrative texts comprehension. Besides that, the researcher can be helped by collaborator(s) to progress his teaching performance, collaborator helps the researcher in scoring and checking students' exercises and as a partner to decide the next way in the researcher's treat. According to Ferrance (2000) Action research is undertaken in a school setting. It is a reflective process that allows for inquiry and discussion as components of the research. Often, action research is a collaborative activity among colleagues searching for solutions to everyday, real problems experienced in schools, or looking for ways to improve instruction and increase student achievement.

Furthermore, Action research has four stages that should be done as the procedures, as Lewin (1948) cited in Cohen, et al. (2006) codified the action research process into four main stages: planning, acting, observing, and reflecting. It can be seen as follows:



These are steps of classroom action research:

1. Planning

It was done in the first stage. Here, the researcher prepared or everything such as lesson plan and the instrument to collect data including achievement test and field note that was needed in doing classroom action research. Lesson plan was used to describe of the instruction for one class, achievement test was used to measure acquired learning, and field note was used to record anything happen in the classroom during teaching-learning process.

2. Acting

In this step, the researcher conducted the research in the classroom where the problem found. The teacher conducted the research acted to teach the lesson that has already been prepared. The researcher is being helped by a collaborator.

The teacher explained the material (narrative text) and the students did the test through Think Pair Share technique. First, teacher gave opportunity to think to students with their individual answers in order students have ideas to discuss in pair activity and then teacher divided students in pair. In pair activity, students discussed to solve about their problem that they face when they had individual time to think through sharing each other. After that, teacher called for pairs to share their answers in front of class in order pairs can share with each other. In the last, the teacher gave individual test to the students.

3. Observing

The collaborator observed the class when the teacher is doing action. It was done to observe what happened in presenting Think Pair Share to reading comprehension on narrative text. Shortly, a collaborator commented and wrote down anything occurred in field notes when the teacher applied this technique, including the obstacles that found as well as the probable solution to overcome that problem.

4. Reflecting

Based on the observation, the researcher gets feedback to reflect to the next cycle. In this step, the researcher paid attention to the rapport between the planning and action. The researcher concerns with all the data taken from the field note in order to determine the better activities to the next performance.

A. Technique and Tools of Data Collecting

1. Technique of Data Collecting

This research uses measurement and observation techniques in collecting data. The measurement technique applied to measure the result of students' reading ability that is gathered through reading test. Besides that the researcher considered it is important to employ observation technique to get more intensive result towards the finding of the current research by taking note to all students' activities that occurred during the process of teaching and learning conducted through the use of Think Pair Share technique being applied.

2. Tools of Data Collecting

2.1 Measurement test

In each cycle, the students asked to answer the questions. The kind of test is multiple choice tests. The research constructed 10 questions.

Table 1
Specification of the Test

Content	Item Number	Total
Understanding main ideas	2&7	2
Understanding details of information	1,3,4,5,6,8,9,10	8

2.2 Field note

In order to fulfill the demanding such a comprehensive data gathering, the researcher considered to employ field note in the present research. The researcher paid attention towards the processes of the activity by taking notes

of everything happen in the classroom when the teaching learning process applied.

B. Technique of Data Analysis

In analyzing the data gathered from the present research, the researcher in relation to the tools of research for gathering the data also involving two ways of data analysis. The first way the researcher computed of mean score as indicator of the combined performance of entire participants. It is the sum of all the values in a distribution divided by the number of students. The mean score computed by using the formula bellow:

$$M = \frac{\sum x}{N}$$

Note: M : The students' average score
 $\sum x$: The sum of students' score
 N : The number of students

This formula is to calculate the result of students' on achievement test
 (Modified from Heaton 1998:96)

Total score	Category	Qualification
90 – 100	A	Good to excellent
70 – 80	B	Good
60 – 70	C	Average to good
50 – 60	D	Poor to average
0 – 50	E	Poor

“Taken from SMP Bina Utama Pontianak’s Classification of Quality”

After conducting the above analysis to find out the students ability in reading comprehension by distributing the test items and computed it through Heaton’s formula, the researcher also conducted second way of data analysis by analyzing the data that is already written down in the field notes taken during the researcher conducted teaching in the school. This data is used to provide comprehensive finding dealing with the application of *Think Pair Share* teaching technique. It is important to consider students responds and reactions during the application of *Think Pair Share* teaching technique because it provides the researcher with such a clear perspective and frame work towards the currents technique application and how it works and improves through by the time. The use of field note as one of the tools of data gathering provide more information that is needed by the researcher to produce the better research finding. The data gathered from field note is analyzed by classify the all findings which is related to students activities during the application of *Think Pair Share* teaching technique, in order to find deeper information on how does the students’ reaction towards the application of this technique.

RESULT AND DISCUSSION

Based on the result of students’ mean score, this research was conducted in two cycles. Each cycle consisted of four stages such as planning, acting, observing, and reflecting. In the acting stage was conducted in one meeting (2x45 minutes). While doing the teaching learning process, the researcher was helped by the teacher who taught eight grade students especially in (A) class to do the classroom action research. The researcher showed his planning and the materials

that would be taught. The researcher collected the data based on field note and students achievement.

After conducting the research and doing observation during the teaching and learning process, the implementation of Think Pair Share technique in the field was not flowing as the researcher expectation. In the process of teaching and learning the researcher found that there were lots of phenomena existed.

The phenomena founded in the implementation of Think Pair Share teaching technique can be seen in the first cycle is as follows; firstly based on the researcher observation it was noticed that the students did not pay attention to teacher's explanation. This problem existed because there were some students sit down in the back row of the class, these students were tended to speak each other during the class. Secondly, the researcher found that there were some students were passive. These students usually sit in the corner of the class or in the back row seat and they tended to keep silent and they were just attended the class without doing class activities or studying actively. Thirdly, the researcher also found that the students were not good team work. This condition is out of the researcher expectation because before conducting the research the researcher considered that pair work will make the students more active in learning but the reality in the field was very much different because the students in the class already built their own perspective so that is why they usually sit with the other students that they think has similar level with them. For instance, the smart students tended to sit with the other smart students too. Fourthly, the researcher also found that the students were shy to answer the question by sharing his or her idea in front of the class. This finding is not surprising the researcher because feeling of shyness is already in everyone mind. The researcher considered that this is common to happen or experienced by the students in the class especially dealing with the use of foreign language. Lastly, the researcher also found that the time was not sufficient enough for the students to answer the questions. Related to the time providing to the students the researcher considered that there is a need to provide more time to the students because in answering the questions the students should read the text first.

Regarding to the above problems, the researcher tries to find the solution to overcome the problem by discussing with the teacher. After the discussion, the researcher decides to do the following problem solving action in the next cycle. The following activities are provided to overcome the problems during the first cycle; firstly dealing with the first problem, where the researcher found that there were many students did not pay attention to the teacher explanation, it requires the teacher to do communicative approach to the students through giving some explanation that the students should pay attention during the teacher delivered the learning materials because it is important for the students in order to comprehend the text being discussed or the teacher could change the positions of the students by moving them to seat in front of the class. The researcher found that the implementation of this rule is effective because the students paid more attention in the second cycle teaching and learning process.

Dealing with students' passive problem, the researcher decided that the teacher must encourage and motivate the students to study together with their partner in order to share the problem that they face related to the current topic and to find the better answer for the questions. In this point, the researcher found that the implementation of this rule is effective because in the second cycle the researcher found that the students quite active in learning process.

Based on the researcher observation in the first cycle in determine the pair the teacher should consider the students ability, based on the researcher observation there were many students that are not good in team work, this problem exist because the students in pair has similar ability, for instance the poor students were put together with the poor students so they could not overcome the problem because they have similar ability, in the next cycle the teacher must change the member of the pair by taking account towards their reading comprehension ability. The result of this rule is similar with the researcher expectation, after changing the position of the students pair work is working with actively, so that is why the result is better from the first cycle.

The next finding of the researcher observation in dealing with many students were shy to speak in front of the class to answer the teacher question, so that is why many students were experienced shyness when they are asked to speak in front of the class, in this case the teacher should establish such an interesting and fun teaching and learning atmosphere in order to build students confident to speak in front of their friends. For instance, the teacher giving jokes to the students before they answer the questions. Creating an interactive teaching and learning process will help the students to develop their confident to speak in front of their friends and this will lead them to gain the knowledge and improve the students' ability especially in reading narrative text as the focus of the current research.

The researcher also found that in the first cycle, the teacher must provide more time for the students to answer the questions because they need to read first the text, so it is necessary to change the time that is already given before from fifteen minutes becomes twenty five minutes. By providing the students more time it will give the students opportunity to read the text, to understand the meaning, and to comprehend the whole story in the text given to them.

Finding showed that the students' mean score in the first cycle was 63.75 and qualified was Average to good. In the second cycle the students' mean score was increasing to 77.81 and qualified into Good. This result was supported by the students' individual score. This showed the fact that students had increased their individual score.

Based on the result, the strategy was so helpful for the students that they could improve their comprehension of the text passage. This resulted in the increasing of both students' individual score and students' mean score.

1. The result of students' individual score in first cycle.

Then students' mean score in the first cycle was:

$$M = \frac{\sum N}{S} = \frac{2040}{32} = 63.75$$

Then qualification of the students' in this cycle was qualified "Average to Good".

2. The result of students' individual score in second cycle.

Then students' mean score in the second cycle was:

$$M = \frac{\sum N}{S} = \frac{2490}{32} = 77.81$$

Then qualification of the students' in this cycle was qualified "Good".

The result of the students' mean score was 77.81. This was qualified into "Good". The result showed the students' reading comprehension was improved from cycle to cycle. They were active and interested in reading activities.

In conclusion, the research findings of the classroom action research were satisfying. All the indicators of success had been fulfilled. Students' mean score was increased and teaching-learning process became better. TPS as strategy helped the students learn and make the students easy to understand contain of text in learning English especially reading activity.

CONCLUSION

This classroom action research was conducted in two cycles with four stages; planning, acting, observing, and reflecting. In the first cycle, the indicators of success were still not fulfilled. Therefore, based on the reflection from the first cycle, it was necessary to conduct the second cycle. In the second cycle, the indicators of success were fulfilled and the action was stopped.

Based on the result, the researcher found a good result that was shown by the main score of the students from cycle to cycle that increases from 63.75 in the first cycle to 77.81. Besides considering the score, the writer also found the positive response that is in pair work make the students more active in learning, students confident to speak in front of their friends and this will lead to gain the knowledge and improved the students' ability especially in reading narrative text as the focus of the current research.

Think Pair Share technique helped students especially in two parts. Firstly part T (think), students have appropriate "think time" when students are actively engaged in thinking to found idea. Secondly part of P (pair), many students find it easier or safer to enter in to a discussion with another classmate, and students can ask to student smart of comprehension because they can get many suggestions.

SUGGESTION

Based on the research finding that the writer has found, *Think Pair Share* technique is can help the students to comprehend the narrative text. Because the technique proved that it was very attractive, the students can share their idea easier in the class. For this reason, this technique is recommended in reading comprehension to the eight graders of SMP.

In teaching learning process, motivation is needed to give the students enthusiasm so they can be more serious. In Pair activity process, the teacher can change the student with other pairs if the student is not good at team work in his/her pair. In share activity, the teacher gives the students attention for their answers in order they that are more motivated to go to front of class.

After concluding the research finding, the researcher wishes to give some suggestion as follow:

1. It is suggested to teacher to have a variety of ways and strategy in teaching reading comprehension. The teacher could use TPS reading strategy in order to help the students improve their reading comprehension.
2. It is suggested to teacher to explain clearly about TPS reading strategy before starting to apply this strategy in order to get students attention and participant.
3. It is suggested to teacher to do cooperative learning with arrange each student to pairs in order to easy to share their idea or discussed the passage.
4. It is suggested to teacher to choose interesting title about narrative text in order to students' easy to understand about classify and information in passage.

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